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ABSTRACT

This bibliography, fourth in a series of five documents on sex education, identifies over 1500 books, articles, newsletters, and dissertations relevant to sex education. The items, most of which were published in the 1970s, are listed alphabetically by author within 18 categories: discussions without empirical data of in-school sex education programs; discussions with empirical data of in-school sex education programs; nonschool sex education programs; suggestions for teachers, curriculum guidelines, and materials for elementary and secondary grades, colleges, nursing, medical, and other professional schools, and for disabled students; programs and materials for parents of children in sex education programs; counseling; training sessions for sex education teachers; community opposition and support of sex education; sex education and the law; state guidelines; reviews of sex education in different states and in foreign countries; research methods; and sex education bibliographies. (KC)

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VOLUME IV

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Search Procedures

Discussions and evaluations of sex education are diffusely spread throughout the literature of numerous disciplines, including education, sociology, psychology, medicine, and sexology. They are also distributed among articles, books, unpublished Ph.D. dissertations, government reports, and newsletters. Consequently, the procedures used for finding references are particularly important.

MATHTECH completed three major steps to facilitate the comprehensiveness of its search for references. First MATHTECH gave a sub-contract to the Institute for Sex Research at the University of Indiana (Kinsey Institute). The Institute has the largest collection of sex-related literature in this country. Moreover, its card catalogue contains references to all the types of materials mentioned above (e.g., articles, newsletters, unpublished dissertations, etc.) The Institute completed three major tasks. First, it carefully checked all the items in its card catalogue under all relevant key words. Second, it examined materials from numerous organizations for further references. Third, it checked the bibliographies of the major items (e.g., books and dissertations) for still more items. This search produced hundreds of relevant references.

The second step completed by MATHTECH included computerized searches of the following files:

Comprehensive Dissertation Abstracts
CRISP (Computer Retrieval of Information on Scientific Projects)
ERIC (Educational Resource Information Center)
Foundation Grants Index
MEDLARS (Medical Library Automated Retrieval System)
NCMHI (National Clearinghouse for Mental Health Information)
NTIS (National Technical Information Service)
Office of Child Development Retrieval Program at Georgetown University
Psychological Abstracts
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Collectively these computerized searches covered approximately 4,000 journals in many disciplines as well as other forms (e.g., reports) in which material might be presented. Because some of the computerized files are based upon selectively searching the journals for relevant articles, rather than including all articles, a relevant article in one of the 4,000 journals may nevertheless have been missed.

Third, we divided the complete bibliography into eighteen sub-bibliographies and sent these to people knowledgeable in those particular areas. We asked them to add any references, especially recent ones that we had somehow missed. Michael Schaffer, Health Education Specialist for Prince Georges County Public Schools, was particularly helpful in supplementing the curriculum items. He provided MATHTECH with a lengthy bibliography of these items.

Comments on the Eighteen Categories

The eighteen categories are neither mutually exclusive nor exhaustive, but hopefully they are useful. Because the categories are not mutually exclusive, some items could logically fall into two or more categories. Many items were in fact placed in more than one category. However, when one category was more specific than another appropriate category, the item was placed in the former category only. For example, an article that discussed a program for the handicapped could have been placed in the category, "Discussions of Sex Education without empirical data". Instead, it was placed only in the category, "Curriculum, programs, and materials for the handicapped, retarded, and emotionally disturbed".

Obviously, the differences between some categories are small or poorly defined. For example, when is a curriculum guideline solely a guideline, and when does it provide enough additional information that it should be considered a discussion of a program?

This problem was increased by the fact that we could not read all 1,500 items. Thus, many placements were based only upon the title and/or abstract of the article. Thus, we undoubtedly made some errors in placements.

Limitations of the Bibliography

We have obviously attempted to make this bibliography as exhaustive as possible given the standard time and cost limitations, but like all bibliographies, this one has its strengths and weaknesses.

The following sections are particularly likely to include most of the most important items:

Discussions without Empirical Data of In-school Sex Education Programs
Discussions with Empirical Data of In-school Sex Education Programs
Suggestions for Teachers, Curriculum Guidelines, and Materials; K-6
Suggestions for Teachers, Curriculum Guidelines, and Materials; 7-8
Suggestions for Teachers, Curriculum Guidelines, and Materials; 9-12

Official Sex Education Guidelines and Reviews of Sex Education in Different States
Discussions or Copies of Research Methods Used in Studying Sex Education
Bibliographies

The remaining categories contain some of the most important items, but not all the items. Moreover, relatively few items in sex education were published prior to 1960, but because of their limited usefulness today, they are less likely to be included.

It should be fully realized that this bibliography focuses upon sex education and not upon adolescent sexuality. Thus, for example, an article that discusses the impact of self-esteem upon contraceptive use is not included, unless it also discusses the impact of sex education upon either self-esteem or contraception.

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